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does need to be informed because the public...this is something that the public otherwise might not have much notice of. I mean it's just a...it's just a line in our budget; doesn't mean much to anybody until you get underneath of the numbers and understand what you're doing. I don't know if somebody in Harrison, for example, would understand that if they wanted to send a student to the University of Nebraska and they had to qualify for a needs-based scholarship and there wasn't adequate monies and they couldn't send that student to the University of Nebraska or Chadron State or some other public institution, that if they wanted to send that same student to a private institution they might do better. I don't know, unless we have this discussion, that they would understand that they will know that. And then once they know that, would they understand why we did it; why we would devise and fund a formula that gave more money to students at private institutions than public institutions? If they know that, will they understand that? And if they know that because we've funded a student at a private institution that their student, the one they care about, would not have an adequate needs-based scholarship at a public institution, if they know that, will they understand that? And will they believe that you have voted correctly? Will they say, my gosh, yes, my gosh, yes, you're right, it's more important that someone be able to attend a private institution than it is for my son, my daughter, my granddaughter, my grandson, my niece, my nephew, my cousin, it is more important to send some student to a private institution than it is someone I know and someone I care about to a public institution? And, furthermore, it isn't more important that we send...that we deny an opportunity for just one student, the one I care about, at a public institution; it's more important to deny that opportunity to four or five or six other students that I don't know. It is more important to me that we use public dollars to provide an opportunity for one student than it is to four, five, or six others. And all of these students are persons I don't know and maybe, for that reason, I don't care about them. But what would they think about the one student that maybe they do know and that did not have an opportunity?

SPEAKER KRISTENSEN: One minute.